

Model of Values-Based Management Process in Schools: A Mixed Design Study

Soner Doğan¹

¹ Education Faculty, Cumhuriyet University, Sivas, Turkey

Correspondence: Soner DOĞAN Education Faculty, Cumhuriyet University, Sivas, Turkey, Tel: 03462191010.

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Abstract

The aim of this paper is to evaluate the school administrators' values-based management behaviours according to the teachers' perceptions and opinions and, accordingly, to build a model of values-based management process in schools. The study was conducted using explanatory design which is inclusive of both quantitative and qualitative methods. The quantitative phase of the study was designed in the relational-screening model. The quantitative data were collected from 305 teachers working in the province of Sivas through Values-Based Management Scale. The qualitative phase of the study, however, was conducted using case study design. The qualitative data were collected from 10 teachers working in the province of Sivas. The quantitative findings of the study suggest that teachers perceive the administrators' values-based management behaviours as highly positive, while qualitative findings show that they attach great importance to the administrators' values-based management behaviour. In this sense, it can be said that the qualitative findings account for and are supportive of the quantitative findings. The 'model of values-based management process in schools' built based on research results are presented in the Conclusion section.

Keywords: Values-based management, Elementary school teachers, School administrators, System of values, Shared values

1. Introduction

Education is a dynamic process that embraces all aspects of the society and adds value to individuals (Krivova and Myachin, 2011). Therefore, the human being is a creature that moves along the orbit of their values. Accordingly, the educational systems also tend to be built on values. While values add meaning to the education and training activities, the education and training activities provide the individuals with the necessary knowledge that will not conflict with the society's values. According to Arslan and Yaşar (2007), the reason why such an emphasis is put on the values today is, in fact, not because the esteem given to the values has increased but, rather, this may be interpreted as the increased need for the values.

In conceptual terms, the values can be defined as an alliance of material and spiritual elements that includes social, cultural, economic and scientific values of a nation, according to the Turkish Language Association (2005); a specific belief that leads to adoption of a specific consequence or circumstance with regard to a certain consequence or circumstance, according to Doğan, Aşkun and Yozgat (2007); a set of principles that shape our behaviours, affect our decision-making on a certain issue, steer our appreciations with respect to various beliefs and acts, and thereby, build up our personal integrity and identity, according to Yılmaz and Merter (2012); a persistent view engraved in our 'selves' on what is worth fighting for, according to Ensari (2003); and as what is considered important by the organization and the process of follow-up of the elements considered important, according to Soltani and Joneghani (2012). As can be understood from those definitions, the concept of value has become the basic building blocks of the organizations. In this context, managing values is recognized as an important organizational activity in terms of organizational development.

Such management approaches as quality management and reengineering have fallen behind in the process of creating common values in organizations. In this sense, the organizations have headed towards values-based management approaches (Slater and Olson, 1996). The values-based management has its origin in the semi-scientific publications made in the United States during the 1980s, reporting that the organizations with strong cultures made inroads in behavioural consistency, target orientation and performance. According to those publications, the organizational

culture is underpinned by organizational values and values management. The values-based management is, however, defined as a series of interconnected managerial activities that ensure recognition of organizational values inside and outside the organization (Jaakson, 2010). The values-based management is not only an important method but also a system needed by all organizations. The system of values has a critical importance for the success and development of the organizations. The practitioners and researchers who are capable of managing values strengthen the organization's system of values. (Dolan and Richley, 2006).

The managerial values constitute the beliefs that the decisions taken, attitudes adopted or behaviours exhibited by the managers are proper, which steer the attitudes and behaviours of managers in organizational processes. Therefore, each manager is perpetually obliged to choose between the values (Doğan, Aşkun and Yozgat, 2007). In order to make the right decisions on the organizational values, first the managers are ought to acquaint themselves with their own values. The managers who succeed in bringing into balance their own values and organizational values increase organizational success (Vallacher and Wegner, 1987). Thus, it has become a necessity, in today's conditions, to create a culture of values to which the managers and other members of the organization will be subjected and to manage these values (Vurgun and Öztop, 2011).

The values of the organization come to light through the determination of the vision and targets depending on the position of managers in the organization (Ekşi and Okudan, 2011). While these emerging values constitute by themselves a half of the values management, its other half is composed of the employees' faith in the values of the organization (Zhen, 2012). The empowerment of the employees who believe in the organization's values and respect to employees enable the employees to work at full capacity and to become happy. Therefore, the managers and employees must have a values journal that includes organizational values such as justice, honesty, equality, cooperation and solidarity, and this journal must be maintained and improved as well (Thomas, 1999).

Organizational change is achieved through managing different values (Cao, Clarke and Lehaney, 2003). Because, if those who manage the change fail to support their practices with organizational values, they cannot reach organizational goals (Todnem, Burnes and Oswick, 2012). In this context, making radical changes in the behaviours of individuals based on the values is composed of three stages, including seeing, feeling and change. The stage of 'seeing' increases the employees' awareness towards the values. This awareness leads to both an increase in the positive motivation and decrease in the negative feelings. The increase experienced in the emotions such as optimism and faith allows for a change in the behaviour (Katz and Khan, 2006). Therefore, organizations focus on steady processes involving different values and social justice (Brazzel, 2003). These values which ensure the stability of the organization provide a basis in creating motivation and treating fairly, and guide individuals in establishing healthy relationships with other individuals, groups and organizations (Burnes and Jackson, 2011)

Values have an influence over the goal, attitudes and behaviours of the organization (Roberts, 2012). Failing to meet these values and expectations leads to a decrease in the commitment to the organization. Accordingly, employees want their managers to be the kind of people whom they can respect and follow (Peyton, 1991). Because, when the different values possessed by employees are not managed, the harmony existing within the organization becomes tainted and the efficiency of the organization decreases (Bassett-Jones, 2005). In this regard, organizations make increasingly more efforts to reduce the devastating effects caused by organizational diseases such as chaos, cynicism and burnout using different organizational levels (Vetrivel, 2010). Researches show that the organizations managed considering different values are more successful than those the different values are ignored (Fink, Pastore and Riemer, 2003).

The concept of value has long been ignored in the fields of both management and educational administration. In this sense, few studies have been conducted on the values and the importance of values in the field of educational management. One of the most important reasons for this is that the field of educational management has long been influenced by the positivist paradigm. The studies conducted under influence of the positivist paradigm were generally subjected to an orientation towards the technical aspect of the educational management or school management. Thus, the values were neglected since they were considered to represent subjectivity whereas the applications ought to be based on objectivity. However, as the positivist paradigm started to be questioned, new studies were started on the organizational values (Yılmaz, 2007). Through these studies, the level of success of the educational organizations has increased. Because, in order to describe a school system as a successful organization, first the values owned by the school must be well-known (Higgins, Ishimaru, Holcombe and Fowler, 2011). When the values owned by a school are shared with the teachers, this leads to an increase in the teacher motivation and, accordingly, in the success of the school (Neves de Jesus and Lens, 2005). In this regard, the school administrators ought to take over responsibility as regards the configuration of an effective values education programme as well as the

development and implementation of the programme (Ekşi and Okudan, 2011). This responsibility should ensure an integrity between the teachers' personal values and the school's organizational values, and make the school life meaningful as well (Çelik, 2000).

The schools, where social values are acquired, mobilize the society towards change and development. Therefore, educational institutions become helpful, efficient and functional to the degree that they can well manage their values. This task is, however, achieved by the natural leaders of schools, the school administrators, through building and managing the school's system of values on a sound basis. However, when examining the literature, the values-based management is seen to be mostly discussed in terms of the business organizations (Pruzan, 1998; Kalyan, 2002; Walker and Enticott, 2004; McCourt, 2007; Thomas, 2007; Sabbaghi and Vaidyanathan, 2008; Zavyalova, 2009; Dolan and Altman, 2012; Zhen, 2012; Kudelko, Juzyk and Zaremba, 2014; Naouar, 2014; Willems and Vanhoucke, 2015). Nevertheless, the studies on values-based management in educational organizations are limited in number (Yılmaz, 2007; Karaköse and Altinkurt, 2009; Dean, 2012; Demirtaş and Ekmekyapar, 2012; Altinkurt and Yılmaz, 2012). It is seen in the literature that the concept of values-based management is not adequately studied for the educational organizations.

Yılmaz's (2007) suggestion that studies, in which a combination of quantitative and qualitative research methods is used, should be designed with regard to the values-based management constitutes one of the starting point of the study. In the literature, no mixed-method studies have been found on the concept of values-based management. The present study differs from other studies in the context of the research methods used. In this context, this study aims to evaluate, on the basis of quantitative and qualitative findings, the school administrators' values-based management behaviours according to the teachers' perceptions and opinions and to contribute to the literature.

2. Method

2.1 Research Model

The present study was conducted using mixed methods. The mixed method research procedure constitutes the most ideal approach while conducting a study if the researcher has the opportunity to achieve qualitative and quantitative data. It is also a useful strategy for a better understanding of the question (Creswell, 2013). On this basis, the study was conducted using explanatory design in which first the quantitative data and then the qualitative data were collected (Fraenkel and Wallen, 2006). By using a combination of the two research methods, it is aimed to obtain a more comprehensive and in-depth information about the subject and to make more reliable and sound inferences in consequence of the study.

The quantitative part of the study is a descriptive study based on the relational-screening model which is one of the general screening models. According to Karasar (2011), the relational-screening model is a research model that aims to determine the presence and/or degree of the shared change between two or more variables. In this context, the level of values-based management behaviour exhibited by the school administrators according to the perceptions and opinions of the elementary school teachers was analysed on the basis of the variables of gender, branch, seniority, number of teachers in the school and the faculty of graduation.

In the qualitative part of the study, the case design was used. The aim of the qualitative case study is to reveal results for a specific case. Its key feature is, however, that one or more cases can be deeply analysed in the qualitative case study, through participant observations, interviews or document collection (Yıldırım and Şimşek, 2011). Within this scope, the concept of values-based management and the values-based management behaviours of the administrators were analysed through open-ended questions.

2.2 Study Group

In the quantitative part of the study, the study group is composed of 305 teachers working in 18 elementary schools selected randomly among the elementary schools located in the central district of Sivas. Among the teachers, 47.5% are female, 52.5% are male; 51.8% are classroom teachers, 49.2% are branch teachers; 32.4% have a seniority of 10 years and below, 40.6% have a seniority of 11 to 20 years, 27% have a seniority of 21 years and over; 76.1% were graduated from faculty of education, 23.9% were graduated from other faculties; the number of teachers in the school where 33.4% work is 10 and below while it is between 10 and 20 in the school where 33.2% work and 21 and above in the school where 33.4% work. The demographic information on the teachers included in the study are presented in Table 1:

Table 1. Demographic information on teachers (Quantitative Part)

Variables		f	%
Gender	Female	145	47.5
	Male	160	52.5
Teaching Branch	Classroom Teac.	158	51.8
	Branch Teac.	147	49.2
Professional Seniority	10 years and below	99	32.4
	11 to 20 years	124	40.6
	21 years and above	81	27
Faculty of Graduation	Faculty of Education	232	76.1
	Other	73	23.9
Number of Teachers in the School	10 and below	102	33.4
	11 to 20	101	33.2
	21 and above	102	33.4

Among the purposeful sampling methods, the maximum variation sampling method was employed while determining the participants in the qualitative part of the study. The maximum variation sampling method ensures formation of a relatively small sample and, thus, reflects to the maximum extent the diversity of the individuals that may be a party to the problem studied in this sample (Yıldırım and Şimşek, 2011). Accordingly, while determining the participants to be included within the sample, the branch, place of work and gender criteria were taken into consideration. As is seen in Table 2, a total of 10 teachers were involved in the sample, including 2 teachers from each 5 branches according to the branch distribution, 5 male and 5 female teachers according to the gender distribution and 5 teachers working in the regions with a high socio-economic and cultural level in the central district and 5 teachers working in the regions with a low socio-economic and cultural level in the central district. As well, the consent of participants for interview and their willingness to participate in the study were also taken into consideration while determining the participants. The demographic information on the participating teachers are presented in detail in Table 2:

Table 2. Demographic information on Teachers (Qualitative Part)

	Branch	Gender	Socio-Economic and Cultural Level of the School Region
Participant 1	Classroom Teacher	Male	Low
Participant 2	Social Studies	Female	High
Participant 3	Science and Tech.	Female	High
Participant 4	Classroom Teacher	Female	Low
Participant 5	Social Studies	Male	Low
Participant 6	Mathematics	Male	High
Participant 7	Science and Tech.	Male	High
Participant 8	Turkish Language	Female	Low
Participant 9	Mathematics	Male	High
Participant 10	Turkish Language	Female	Low

2.3 Data Collection Tools

The quantitative data collection tool consists of two parts, including demographic information and Values-Based Management Scale (Yılmaz, 2006). The Values-Based Management Scale is composed of 25 Likert-type items aimed at determining teachers' opinions about the school administrators' capabilities of managing the schools based on values. The total declared variance value of the scale composed of one dimension is 40%. The factor load values of the items included in the scale range between 0.36 and 0.87. As a result of the reliability analysis, however,

Cronbach's alpha reliability coefficient was found to be $\alpha = 0.94$. The scale was answered through responses "1-Totally Disagree", "2-Partially Agree", "3-Moderately Agree", "4-Strongly Agree" and "5-Totally Agree". The higher scores obtained from the scale are indicative of the positive opinion of teachers on the school administrators' capabilities of managing the schools based on values (Yilmaz, 2006). The scale also contains such items as "It is not considered approvable to operate behind the scenes", "Those who work much are appreciated in front of people" and "Cooperation with colleagues is encouraged".

The qualitative data of the study were collected through semi-structured interview form. During the development of qualitative data collection tool, the open-ended questions to be addressed to the participants were first posed to two teachers who were not included in the study group and thus, it was seen, based on the results obtained, that the questions were clear and understandable. In addition, the questions were reviewed by two academic members specialized in qualitative research and subjected to the necessary adjustments.

The questions posed to the participants within the study are as follows: 1. How would you describe the concept "Values-Based Management"? 2. Do the administrators care about the values during the process of management? Please explain, 3. Based on which values do the administrators manage the school? Please explain. The questions obtained under the study were addressed to 10 participants through face-to-face interviews.

2.4 Data Analysis

The research's sub-problems were analysed during the quantitative part whereas the t-test was employed in the paired comparison and one-way analysis of variance (ANOVA) was used in comparisons with three or more dimensions. During the t-test and ANOVA analysis, the arithmetic means were calculated over the total score. Accordingly, the highest score that can be obtained in the values-based management scale was found to be $25 \times 5 = 125$. Among the multiple comparison tests, the Tukey and Dunnett C3 test methods were used in order to find out the reason for difference regarding the significant "F" values. Pallant (2003) used the η^2 (eta-squared) statistics to determine the degree of influence of the differences in the dimensions subject to a difference. The η^2 value was interpreted as a weak influence when found to be between 0,01 and 0,05, as a moderate influence when found to be between 0,06 and 0,13, and as a great influence when found to be 0,14 or higher.

In the qualitative part of the study, all interviews conducted face-to-face with the participants were recorded with a tape recorder and with the approval of the participants. In this respect, a total of 300 minutes of interviews were conducted with the participants. Prior to the coding of the data, all transcripts, namely the data dump, were read line-by-line by two researchers. During the interpretation of the interview data, the descriptive analysis, content analysis and constant comparison technique were used. It was aimed to attain the concepts and relationships that may explain the collected data through content analysis (Bilgin, 2006), to present the data as is, directly and in a clear and understandable way through descriptive analysis (Sönmez and Alacapinar, 2011), and to constantly compare and group the data under similar categories through the constant comparison technique (Strauss and Corbin, 1990). To this end, the data collected were analysed in four steps, including (1) coding of data, (2) determination of themes, (3) organization of codes and themes, and (4) identification and interpretation of the findings. The same process was followed by two researchers and, as a result, the codes and themes were obtained in line with the common views of the two researchers. These codes and themes were organized and, thus, the findings obtained were identified and interpreted. Besides, direct quotations were frequently included in order to reflect the views of the individuals interviewed in a stunning way during the descriptive analysis. The participants were given nicknames such as (P1, P2, P3..... P10).

2.4.1 Reliability and validity in qualitative research

In the qualitative researches, using the concepts of credibility, transferability, consistency and verifiability instead of the concepts of validity and reliability is a better approach. The concepts "*validity*" and "*reliability*" are specific to quantitative research in nature and, thus, are inconsistent with the basic principles and fundamental paradigm of the qualitative research (Mills, 2003).

In this regard, first all interviews conducted were recorded with a tape recorder during the application process of the research in order to ensure credibility of the research. The researcher paid attention to remain as objective as possible in all phases of research. When it comes to transferability, researchers are required to provide the readers with adequate details in order to enable them to decide on the similarities between application and content. Therefore, a detailed and explanatory information was given on the place, time and content of the research in the Methods section of the study. In an effort to improve the consistency of the research, however, all of the data obtained in the study were directly provided to the reader, without making comments and generalizations. In addition, how the data were collected and

recorded was described in detail to ensure the verifiability of the research. Moreover, all data obtained in the research process were evaluated and separately coded by a researcher other than the researcher who conducted the research, and a general consensus was achieved amongst all of the coding processes. In all coding processes within the research, the reliability formula suggested by Miles and Huberman (1994) [Reliability = Consensus / (Consensus + Dissidence)] was used for reliability calculation. The result of the reliability analysis made for each question was found to be between 87% and 90%.

3. Findings

This section includes the findings obtained through analysis and the comments made based on these findings. In this regard, quantitative and qualitative findings were presented under separate headings.

3.1 Quantitative Findings

In the quantitative part of the study, the school administrators' capability of managing the schools based on values was analysed according to the variables of teachers' gender, branch, seniority, number of teachers in the school and faculty of graduation. Before these variables, the teachers' general perception on the subject was addressed.

According to Table 3, the general perception score of the teachers regarding the values-based management behaviours exhibited by the school administrators is found to be ($\bar{x} = 99.73$). Given that the highest score that can be achieved in the values-based management scale is 125, it can be said that the school administrators' values-based management behaviours are perceived highly positive by the teachers.

Table 3. General distribution of the administrators' values-based management behaviour scores

	<i>n</i>	\bar{x}	<i>s</i>
Values-Based Management	305	99.73	17.92

According to Table 4, however, it is seen that the values-based management behaviours of the elementary school administrators showed a significant difference according to the teachers' branch variable ($t = -1.842$; $p < .05$). Accordingly, the school administrators' values-based management behaviours are perceived less positive by the classroom teachers ($\bar{x} = 98.01$), compared to the branch teachers ($\bar{x} = 101.76$). The η^2 value calculated to determine the degree of influence of the differences is (0.01). Because this value is smaller than 0.14, it can be said that teachers' branches have a low-level influence on the values-based management behaviour.

Table 4. Distribution of the administrators' values-based management behaviour scores according to the "branch" variable

	Branch	<i>n</i>	\bar{x}	<i>s</i>	<i>t</i>	<i>p</i>
Values-Based Management	Classroom Teacher	158	98.01	16.06	-1.842	.018
	Branch Teacher	147	101.76	18.03		

According to Table 5, the administrators' values-based management behaviours show no significant differences according to the teachers' "gender" variable ($t = -1.57$; $p > .05$). While the female teachers' values-based management perception score is ($\bar{x} = 98.12$), the male teachers' perception score is found to be ($\bar{x} = 101.35$). The fact that male and female teachers have similar perception scores show that the administrators' values-based management behaviours do not vary according to the "gender" variable.

Table 5. Distribution of the administrators' values-based management behaviour scores according to the "gender" variable

	Gender	<i>n</i>	\bar{x}	<i>s</i>	<i>t</i>	<i>p</i>
Values-Based Management	Female	145	98.12	18.48	-1.57	.303
	Male	160	101.35	17.37		

As is seen in Table 6, the administrators' values-based management behaviours show no significant differences according to the "faculty of graduation" variable ($t = -.315$; $p > .05$). While the values-based management perception score of the teachers graduated from a faculty of education is ($\bar{x} = 99.63$), the perception score of those who were graduated from another faculty is found to be ($\bar{x} = 100.39$). The fact that both the teachers graduated from a faculty of education and those who were graduated from another faculty have similar perception scores show that the administrators' values-based management behaviours do not vary according to the "faculty of graduation" variable.

Table 6. Distribution of the administrators' values-based management behaviour scores according to the "faculty of graduation" variable

	Faculty	n	\bar{x}	s	t	p
Values-Based Management	Education	232	99.63	18.17	-.315	.419
	Other	73	100.39	17.34		

According to Table 7, the administrators' values-based management behaviours show no significant differences according to the teachers' "seniority" variable [$F = .343, p > .05$]. The fact that all the three seniority ranges have similar perception scores is important in terms of demonstrating that the expectations regarding the values are even at each seniority level of the profession.

Table 7. Distribution of the administrators' values-based management behaviour scores according to the "seniority" variable

	Professional Seniority	n	\bar{x}	ss	ANOVA		Significant Difference
					F	p	
Values-Based Management	10 years and below	99	100.02	17.05	.343	.710	-
	10 to 20 years	124	98.95	19.07			
	21 years and above	81	101.07	17.43			

According to Table 8, the administrators' values-based management behaviours show no significant differences according to the "number of teachers in school" variable [$F = 2.899, p > .05$]. The fact that all the three groups have similar perception scores is important in terms of demonstrating that the expectations regarding the values do not vary according to the number of teachers in school.

Table 8. Distribution of the administrators' values-based management behaviour scores according to the "number of teachers" variable

	Number of Teachers	n	\bar{x}	ss	ANOVA		Significant Difference
					F	p	
Values-Based Management	10 and below	102	103.20	16.30	2.899	.057	-
	10 to 20	101	98.78	17.02			
	21 and above	102	97.46	19.97			

3.2 Qualitative Findings

As a result of the analysis of the data obtained through interviews, 3 main themes and 14 categories emerged, including 1. *Opinions on explaining the concept of values-based management*, 2. *Opinions on the administrators' level of caring the values-based management* and 3. *Opinions on the values employed by the administrators in the process of school management*. The explanatory findings on the themes are presented one by one.

3.2.1 Opinions on Explaining the Concept of Values-Based Management:

It was observed that the participants used the concepts of generating motivation, understanding the needs and expectations, abiding by the professional ethics, acting fairly, cooperating and confidence while explaining the concept of values-based management. Whereas the most highlighted two concepts were "*cooperating*" and "*acting fairly*", the least highlighted concepts were "*confidence*" and "*abiding by the professional ethics*". The concept of values-based management generally evokes positive emotions in the participants. The fact that the participants mostly preferred to give examples while explaining the concept is an important finding in proving that the concept is not well-understood in theoretical terms by the teachers, however, they always give particular importance to the values in their lives. The opinions on explaining the concept of values-based management are presented in Table 9.

Table 9. Opinions on explaining the concept of values-based management

	Participant	f	%
Generating Motivation	P1, P3, P8, P7	4	9
Understanding Needs and Expectations	P4, P5, P7, P9, P6, P10, P1, P2	8	24
Abiding by Professional Ethics	P5, P3	2	6
Acting Fairly	P3, P5, P9, P1, P7, P8, P2, P10, P4	9	26
Cooperating	P1, P2, P3, P4, P5, P6, P7, P8, P10	9	26
Confidence	P7, P4, P8	3	9
Total		35	100

The participant P2 explained the values-based management, stating "*The values-based management is the protection of school's values by the entire staff members in the school. In this sense, it is fulfilment of the expectations and needs of the school staff.*" While the participant P3 stated, with reference to the religious beliefs, "*The may be staff members who want to perform salah (the ritual prayers of Islam) or who do not want to fast. An institution managed by values must provide those who want to perform salah with a suitable place to perform it and those who do not want to fast with a suitable place to eat food.*", the participant P8 attributes prioritization of the values in school management to the need that the administrator must keep an equal distance to each teacher in every sense, and also emphasizes the need for a school environment where values are protected, stating "*I imagine an administrator who creates a common understanding of values and manages to gather all teachers under this focus. This administrator motivates teachers and give them confidence*". On the other hand, the participant P7 tried to explain the concept of values-based management, stating "*Teachers must be valued through values-based management. A teacher who feel himself/herself valued would also value his/her students. When a cooperation is ensured, the values-based management would be strengthened.*"

3.2.2 Opinions on the Administrators' Level of Caring the Values-Based Management:

The majority of participants (P6, P1, P2, P3, P4, P5, P9) expressed the opinion that the administrators cared about values in their mutual relationships. It is understood that they reach this conclusion especially with reference to the administrators' behaviours such as fairness, respect, helpfulness, cooperation, solidarity, honesty, treating each teacher equally and ensuring a freedom of belief for teachers. In this connection, the participant P6 expressed the satisfaction ensured at school, stating "*In the institution where I work, everybody can express their thoughts and practice their religions freely. No matter whether they are political, religious or professional, everyone can express their thoughts clearly. Our administrator exhibits an accommodating and democratic attitude on these issues.*" Similarly, the participant P3 stated "*There are values owned by our school. Our administrator has made important contributions in the formation of these values. The constructive and respectful attitude of our administrator allows us all to protect these values.*" The opinions of the participants on the administrators' level of caring the values-based management are presented in Table 10:

Table 10. Opinions on the administrators' level of caring the values-based management

	Participants	f	%
Administrators care about the values-based management	P6, P1, P2, P3, P4, P5, P9	7	70
Administrators don't care about the values-based management	P7, P8, P10	3	30
Total		10	100

On the other hand, some participants (P7, P8, P10) complained of the fact that their administrators keep them at a distance and don't share the same values with themselves. Regarding this issue, the participant P7 stated "*The administrator absolutely puts his/her own value judgements at the forefront. He/she never cares about the value judgements of others*", while the participant P8 stated "*He/she may sometimes be respectful even though we don't share the same values*" and the participant P10 stated "*His/her speech during the meetings is not unifying, but rather is discriminating*".

3.2.3 Opinions on the Values Employed by the Administrators in the Process of School Management:

Based on the participants' responses, the values employed by the administrators in the process of school management were determined to be ethics, honesty, diligence, fairness, equality, respect and helpfulness. The most highlighted two concepts were found to be "*diligence*" and "*respect*" whereas the least highlighted concepts were "*fairness*" and "*professional ethics*". The opinions on the values employed by the administrators in the process of school management are presented in Table 11:

Table 11. Values employed by the administrators in the process of school management

	Participants	f	%
Professional Ethics	P6, P8, P3, P10, P1	5	13
Honesty	P6, P4, P2, P5, P7, P9, P3	6	15
Diligence	P1, P4, P7, P10, P2, P3, P5, P6, P8	9	23
Fairness	P5, P3, P6, P7	4	10
Respect	P4, P8, P2, P7, P3, P10, P1, P5	8	21
Cooperation	P1, P4, P8, P7, P3, P9, P10	7	18
Total		39	100

As regards the values considered more important by the administrators, the participant P2 stated "*Our administrators ceaselessly asks us to work more. However, I don't think that he provides us with the necessary facilities in this regard.*" while the participant P7 stated "*The administrators are trying to operate by acting in accordance with laws and regulations. Nevertheless, they expect others to respect them.*" On the other hand, the participant P5 who highlighted "*cooperation*" stated "*Our administrator cares a lot about cooperation. He thinks that we cannot complete the job on a timely manner if we don't cooperate.*" The participant P1 expressed the fact that a particular emphasis was put on the professional ethics at each meeting, stating "*Our administrator talks about professional ethics at each meeting and states that if professional ethics are not respected, the school experiences disciplinary problems.*"

4. Discussion and Conclusion

According to the quantitative findings of the research, teachers perceive the administrators' values-based management behaviours as highly positive. Accordingly, the average of the general perception by the teachers on the school administrators' values-based management behaviours and the average of the perceptions resulting based on the variables of branch, gender, faculty of graduation, seniority and number of teachers in the school are found to be close to each other. These results are also supported by the research findings of Demirtaş and Ekmekyapar (2012), Yılmaz (2007) and Altinkurt and Yılmaz (2012). In their research conducted with the participation of the Directorate of National Education and school administrators, Karaköse and Altinkurt (2009) set forth that the perception of participants regarding the values-based management were at a moderate level. Nartgün (2006), however, concluded in her study conducted with the participation of academic members that the participants were finding the institutional values insufficient. This has significance in terms of demonstrating that the teachers, administrators and academic members have different perceptions on values-based management. The resulting differences show that, as the level of educational institutions and the positions of those working in the educational institutions change, the perceptions on the values and the values-based management undergo change as well.

According to the research results, although the teachers' perceptions on the values based management were found to be highly positive, Vurgun and Öztop (2011) suggest that the importance of values are well acknowledged, however, the effects of values on an organization are not sufficiently understood and, thus, the values are not employed consciously and effectively in a way to contribute organization and, on this basis, the administrators should well acknowledge and apply the values management. Therefore, Nartgün (2006) suggests that all organizational staff members' opinions should be taken in the process of establishing common values while, according to Wallace and Ridgeway (1996) and Urooj and Ahmed (2012), education leaders, teachers, politicians and curriculum specialists should generate alternative opinions and values. Because, as stated by Çelik (2000), making the school life meaningful depends on managing the values owned by the school staff.

According to the perceptions of teachers, the values-based management behaviours of the school administrators vary significantly depending on the teachers' branches. This shows that the classroom teachers who are aware that the values can be acquainted especially during the first years of school tend more to take responsibility in teaching the core values to their students whom they educate for four years, compared to the branch teachers. Other variables analysed within the study, namely gender, seniority, number of teachers in school and faculty of graduation, do not show significant differences. In the literature, however, significant differences were found by Karaköse and Altinkurt (2009) according to seniority variable, and by Yılmaz (2007) according to the variables of age, professional seniority and region of duty. In addition, Jaakson (2010) sets forth that the values-based management is affected by

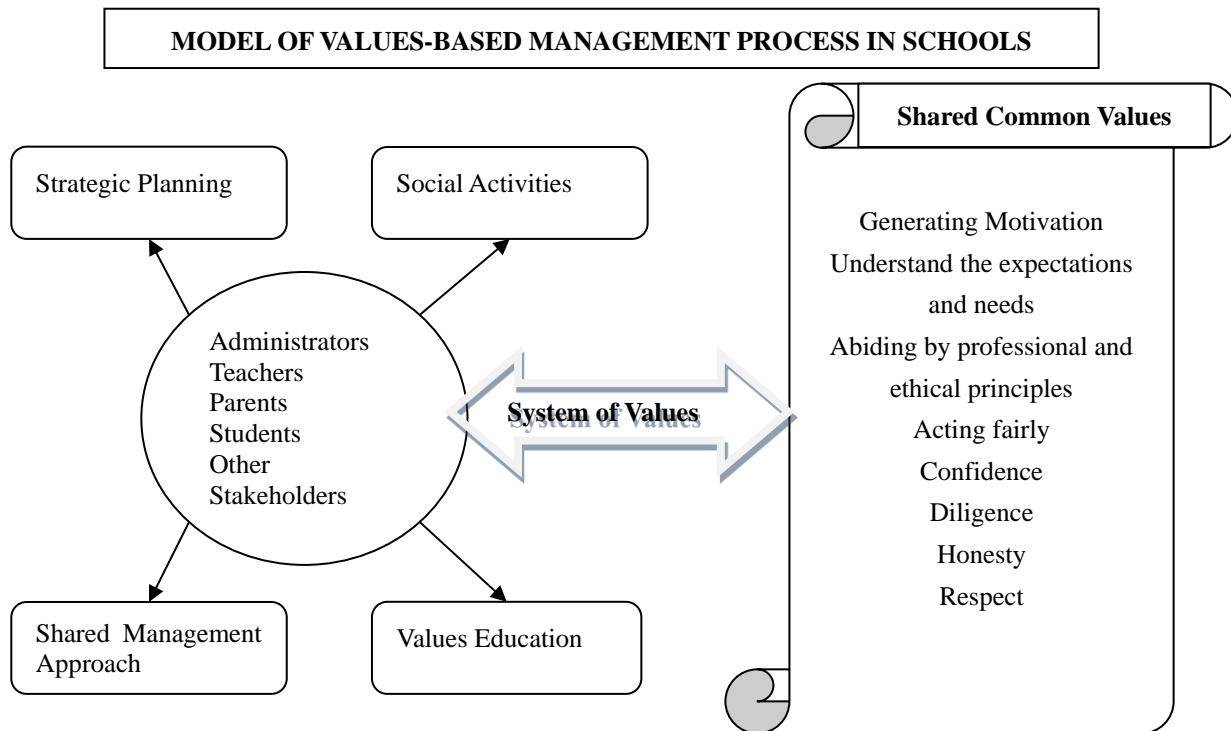
organizational practices, stakeholders, resource status, functioning of the internal systems and social and demographic characteristics such as gender and organizational commitment of the organizational members.

According to the qualitative findings of the research, the participants used the concepts of generating motivation, understanding the needs and expectations, abiding by professional ethics, acting fairly, cooperating and confidence while explaining the concept of values-based management. Whereas the most highlighted two concepts were "*cooperating*" and "*acting fairly*", the least highlighted concepts were "*confidence*" and "*abiding by the professional ethics*". It is possible to find studies conducted on the concepts used by teachers while explaining the concept of values-based management in the literature. For instance, there are studies conducted on teacher motivation (Ünal, 2000; Liu and Onwuegbuzie, 2011; Papi and Abdollahzadeh, 2012), ethics in schools (Perez, 2000; Pauken, Kallio and Stockard, 2014; Tombak and Bakan, 2014), fairness in schools (Buluc and Gunes, 2014; Ting, 2014; Edd and DiPaola, 2013), cooperation in schools (Erchul, 1992; Limper, 2000; Calderón, Raquel and Cabral, 2015) and confidence in schools (Handford and Leithwood, 2013; Henkin and Dee, 2014; Van Maele and Van Houtte, 2015) available in the literature. All these studies show that the teachers participated in these researches have awareness of the universal values that should be owned by the educational institutions.

According to the participants; professional ethics, honesty, diligence, fairness, respect and cooperation come to the fore in the administrators' perceptions on values. In this context, the most highlighted two concepts were found to be "*diligence*" and "*respect*". The least highlighted concepts were however "*fairness*" and "*professional ethics*". While explaining the concept of values-based management, the second concept most highlighted by the participants was found to be "*acting fairly*". However, according to the participants, the administrators attach less importance to the concept "*acting fairly*" as a value compared to the other concepts. These results indicate that there is a contradiction in this regard. This can be interpreted as an indication of the fact that, although the participants generally consider "*acting fairly*" as an important value, they are not equally treated by their administrators. According to Soltani and Joneghani (2012), one of the most important problems faced by organizations today is that the organizational values remain weak and insufficient. However Zhen (2012) suggests that the faithfully-owned values would strengthen the organization's success and motivation. As stated by Kaur and Kaur (2013), a good management of the system of values and motivation of the teachers would have a positive impact on the quality of education and the students' success.

The research is structured in mixed design which includes both quantitative and qualitative findings. In this regard, the quantitative and qualitative findings should be addressed together. According to the quantitative findings, the values-based management behaviours of school administrators are perceived highly positive by the teachers. Whilst the qualitative findings account for and are supportive of the quantitative findings, the participants think that the school administrators attach importance to the organizational values owned by the school. In addition, the responses given by the teachers who participated in the qualitative part of the research on the values-based management show similarity with the concepts included in the scale used in the quantitative part and the responses given by teachers regarding the scale.

Based on the research findings, a model has been developed for the values-based management process in schools.



According to the model, the values-based management process in schools starts with the participation of administrators, teachers, parents, students and other school stakeholders. Those who have to do with the school are included in the shared management approach. The values education as well as the strategic planning and social activities related to values are all utilized in the process of discovering the school's system of values. After discovering the school's system of values, all school stakeholders take responsibility in converting the system of values into shared common values. Once the conversion is achieved, the shared common values which constitute the focal point of the values-based management start to contribute to the school's development as a part of the school culture. There is an organic bond between the shared common values and the school's system of values. Thanks to this organic bond, the shared common values are constantly fed by the school's system of values. On this basis, the shared common values may be subject to a change according to the school's needs and expectations. The process of change is, however, achieved under the leadership of school administrators, with the participation of all school stakeholders and through the shared management approach.

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